Dutch couple become Europe's first inhabitants of a 3D-printed house

Level: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article describes how the first 3D-printed house in Europe was built.

Time: 45 – 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

---

1. Warmer

a. The purpose of this activity is to introduce the topic of accommodation and get students thinking about the advantages and disadvantages of different types of accommodation. As a class, brainstorm the vocabulary for each house type (stone house, terraced house, semi-detached house, chalet, boat house, high rise / block of flats).

b. Ask students to work in pairs and put the accommodation types into order from their favourite to the one they like least and to think about their reasons for choosing that order. Point out that a terraced house is one that is part of a row of buildings, so it has a building on either side of it without any space between it and them.

2. Key words

a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Point out that a bungalow does not have an upper floor and therefore does not have any stairs. A nozzle can also be found on a printer attached to a home computer – it's where the ink comes out. A bricklayer's job is specifically to build walls using bricks whereas a builder does many jobs involved in the construction of a building. In the construction of a building the foundations (usually plural) are the first stage. Make sure to choose the right article a / an with the class when applicable.

Key:
1. *bungalow*
2. *nozzle*
3. *squirt*
4. *alternative*
5. *bricklayer*
6. *foundation*
7. *site*
8. *benefit*
9. *property*
10. *rent*

3. Comprehension check

a. The corrections given are only suggested answers and students may correctly answer the questions in different ways, e.g. #10 could be 'Because you can make different shapes'.

Key:
1. *Two.*
2. *In Eindhoven, the Netherlands..*
3. *Cement.*
4. *By using less cement.*
5. *24.*
6. *Five.*
7. *120 hours.*
8. *€800 a month.*
9. *Six months.*
10. *Because you can make any shape you want to make.*

4. Key language

a. Students could be asked to do this exercise individually and then compare their answers in pairs. If necessary, they can also check their answers by looking in the text. Point out that the market rent is the rent people usually pay for a house of the same size.

Key:
1. *c*
2. *e*
3. *f*
4. *a*
5. *d*
6. *b*

---

5. Discussion

a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one. You can tell them to go on the internet and search what 3D-printed houses look like, or look for one yourself and show them.

6. In your own words

a. Note that there is no single correct answer to this task but students should produce a piece of writing that is broadly accurate.

Model answer:
Pros:

3D printers can make a house really quickly.

It is cheaper.

You can control and choose the shape of the house.

You don't need many workers to make a 3D printed house.

Cons:

It is gray.

The house is made of concrete. Bricks are better.

It means fewer jobs for construction workers.
We don't know how long they can last.